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ABSTRACT

This study looked at teachers in their 2nd-4th years of teaching to compare their professional activities with what current studies indicate are teacher leadership behaviors and characteristics. The study sought to determine whether the University of Southern California's teacher preparation program taught the professional skills that elementary teachers needed in reform oriented schools and whether they exhibited the characteristics of teacher leaders. Researchers specifically worked with graduates who were considered good teachers at the end of their student teaching assignments. A total of 14 teachers in four school districts completed mailed questionnaires that examined their perspectives of their professional lives. Their principals also received questionnaires. After they returned the questionnaires, participants completed interviews about the school and district cultures. Results revealed patterns of professional behavior including: collaboration; sharing of expertise; participation in school committees; and participation in school decision making. These teachers participated in supervision of student teachers and were part of various professional organizations. They tended to volunteer for professional responsibilities. They all had a strong personal sense of efficacy and demonstrated their commitment to professional study by enrolling in advanced degree programs. Some teachers exhibited over-confidence. Overall, the teachers distinguished themselves in ways considered unusual for their level of experience. An appendix presents a table that describes novice teachers' activity. (Contains 22 references.) (SM)

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PREPARING TEACHERS FOR LEADERSHIP ROLES

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Preparing Teachers for Leadership Roles

Can teacher education programs prepare preservice teachers for leadership roles? In the United States 14 percent of the teaching force in urban school districts are not fully credentialed (Education Week, January 8, 1998). Current demands for teachers to satisfy class size reductions in California and anticipated retirements nation-wide necessitate "smart" new teachers ready to share decision making, engage in collegial behavior, participate in restructured school settings, and experiment with instructional practices. These behaviors have previously been described in the literature base as skills of teacher leadership (Lieberman, Saxl & Miles, 1988). Included were the ability to build trust and respect in colleagues; understand and deal with school culture; work collaboratively with others while managing conflict; use resources to help others; manage time, work, and priorities; and build skill and confidence in others. Studies of teacher leadership indicate that these individuals (1) have considerable teaching experience (Brownlee, 1979; Horejs, 1996; Lomas, 1996; Stone, 1996), (2) are somewhat older than their colleagues (Horejs, 1996; Lomas, 1996; Stone, 1996), and (3) have more formal education (Lomas, 1996; Stone, 1996; Troen & Boles, 1992; Wasley, 1991). Yet the need for teacher leaders in reform settings dictates that teacher educators find ways to speed the process of professional development. Our interest in the initial question led us to a study of our graduates in their 2nd through 4th years of teaching to compare their professional activities with what current studies indicate are teacher leadership behaviors and characteristics.

Teacher Leadership

Traditional preparation for teachers never considered teacher-leader roles. Teachers were expected to be knowledgeable in subject matter, pedagogy, child development and demonstrate competence in classroom management. Teaching was not considered a profession and teacher leadership was not valued. Based on a 19th century industrial model, an adversarial relationship existed between school administrators and teachers (Troen and Boles, 1994). But in the last several years, schools and teachers' work have dramatically changed. Today's teachers are expected to participate in school governance, collegial behavior, shared decision making, working in teams, observing peers, and studying with colleagues to achieve better decision making, more efficient schools, and higher achievement for students (Horejs, 1966; NCATE). In the classroom the teacher is expected to perform the role of an instructional leader orchestrating students' learning experiences and responding to students' diversity.

Studies of teacher-leaders in the 1990s have noted similar characteristics. The teacher-leaders have abandoned their privateness. They engage in collaborative and collegial interactions with their peers. They are intrinsically motivated and often reject the idea that they are leaders. Wasley (1991) defined teacher leadership as ". . . the ability to engage colleagues in experimentation and then examination of more powerful instructional practices in the service of more engaged student learning" (p. 170). In their study of teachers' collegial behavior, Lemlech and Kaplan (1990) defined collegiality as "the establishment of a professional relationship for the

purpose of service and accommodation through the mutual exchange of perceptions and expertise." Troen and Boles (1992) highlighted the importance of currently practicing teachers acting as catalysts for other teachers' learning. Horejs (1996) found that teacher-leaders engaged their colleagues in reflection and examination of their practices and sought to improve work conditions in the context of individual school needs. Lieberman (1992) believes that teacher leadership is the critical component to develop teachers' own efficacy and professionalism, and is essential to improve the culture of the school.

A number of studies detail the activities of teacher- leaders. These studies indicate that teacher leaders participate in a wide variety of activities including instructional mentoring, curricular consultation, and staff development (Ainscow and Southworth, 1994; Troen and Boles, 1992). Stone, Horejs, and Lomas (1997) studied the commonalities and differences in teacher leadership at a high school, elementary school, and middle school. They found that the elementary teacher-leaders participated in grade level meetings, curriculum development, school site councils and grant writing with colleagues. The middle school teacher-leaders were primarily involved in collaborative sharing, mentoring, union activities, coaching, and serving as club advisors. The high school leaders were involved in school improvement and change efforts, staff development, committee work, curriculum and instruction efforts within their departments, mentoring, and technology. At all three levels the teacher-leaders worked collaboratively and collegially with their peers.

Descriptions of the teacher-leaders indicate that they exhibit an encouraging and supportive style with their colleagues. Other teachers acknowledge their expertise in their subject fields, their willingness to seek challenges, tackle instructional problems and engage in school decision-making. Teacher-leaders are committed to their roles as teachers and as leaders, and most believe they can make a difference in their schools (Horejs, 1996). Clearly, if we are to prepare teachers to be successful in today's schools, we must give consideration to how teacher leadership skills can be developed, beginning with the earliest experiences teachers have, including their teacher education preparation program.

Context of the Study

Teacher education preparation programs have similar components: foundation studies, professional education, and clinical preparation. However, our program is *atypical.* Instead of the traditional apprenticeship in a classroom, our students are *paired* to develop collegial behaviors for *two* semesters of student teaching. Their responsibilities (and requirements) in the clinical classroom include collaborative curriculum planning, coaching each other, providing lesson feedback, engaging in professional reflection and talking together about teaching. The experience is constructivist in orientation. By changing the social configuration of the student teaching experience, the traditional apprenticeship relationship is altered. The role of the master teacher is modified from that of a mentor/supervisor to that of a team leader because the partners depend on each other and are actively engaged in learning to teach and learning to guide their colleague/partner (Lemlech and Hertzog, 1993). The temptation to mimic the master teacher is lessened.

A curriculum and methods class occurs weekly throughout the year of clinical preparation. In the class, the preservice teachers are taught curriculum development approaches, both generic and specific models of teaching (Joyce and Weil, 1996), and strategies for encouraging many types of higher level thinking and multiple intelligences.. The partner teachers also participate in weekly problem-oriented seminars with their university coordinator and cohort of 4-5 other pairs of preservice teachers.

The preservice teachers are evaluated on their ability to design and teach topical and thematic integrated units of study, the use of various strategies to engender higher level thinking, organization plans which facilitate differentiation of instruction, mastery of four models of teaching, and classroom management strategies which promote the building of a democratic learning community.

In addition, the partners' professional skills are assessed. Emphasized are the quality of communication skills as they provide feedback to each other, their use of the language of teaching, and their "collegial" skills (contribution of expertise, coaching, mentoring, emotional comfort, teaming and reflective study of teaching).

Since many of the skills emphasized in the preparation program appear to be characteristic of teacher leaders, we questioned whether our graduates exhibited these leadership skills early in their professional careers in contrast to the older population of teacher leaders described in the research literature.

The Case Study

The study was intended to be exploratory and explanatory. We sought to find out whether our collegial preparation program taught the professional skills that elementary teachers need in reform oriented schools. (However, this begged the question - do our graduates work in reform oriented schools?) Do they exhibit the characteristics of teacher-leaders? What professional activities are the graduates involved in and with whom? If the graduates were more "active" than other inexperienced teachers, how could we explain it? Was it likely that the teacher education preparation program contributed to their "activism"? In addition, we sought insight concerning whether our graduates implement the professional skills we emphasize in the professional program.

We had no formal system for identifying where our graduates are teaching. We relied on school principals and alumni reports to identify school districts and schools where graduates are employed. We sought graduates who had taught at least two years, but no more than four years. In addition, we purposely wanted to study graduates who were considered "good" teachers at the end of their preservice student teaching assignments. Glickman (1981, p. 48) characterized the "true professional" as high in commitment and high in level of abstraction. He estimated that up to 20% of the teaching force could be so considered. We looked for novice teachers who had shown a high level of commitment and good reflective ability in their student teaching experience, as identified by cumulative teaching evaluations from the end of the student teaching experience.

Thus, we were comparing strong, young teachers with the identified behaviors of teacher-leaders.

Our informants identified a population of fourteen teachers in four school districts. These individuals were sent questionnaires to gain their perspectives of their professional lives. Principals of the subject population also were sent questionnaires. After the questionnaires were returned, both the teachers and principals were interviewed. Information about the school and district cultures were obtained from both populations.

The School Districts

District A is a large metropolitan school district with a diverse cultural and ethnic population. More than 45 languages are represented across varied SES levels. Organizationally, the district provides teachers with a variety of professional development opportunities such as district and site-based staff development led by the district's teachers. Some of the sites have embraced site-based management. Teachers in the district are encouraged to participate in curriculum committees, grant writing, and teacher association membership.

School A-1 is traditional. It has not moved to site-based management, although teachers are responsible for making many curriculum decisions. The school is organized into grade level teams from which many curriculum decisions emanate. Conformity to grade level curriculum decisions is strongly encouraged. Many of the teachers at this school have been there for many years. There had not been a new hire at the school for the ten years prior to the hiring of Teacher "B".

School A-2 has been engaged in site-based management with an emphasis on teacher decision making for the past seven years. Teachers are responsible for organizational and curriculum decision making and have structured a calendar which gives them the time to complete professional activities. Novel programs abound at the school, led by teachers who expressed an interest in trying new approaches. A Leadership Team, with elected membership by the faculty, drives school-wide decision making. Teachers "C", "D", "E", "F", "G", and "H" teach at this school.

School A-3 is somewhat traditional. Similar to School A-1 the teachers are responsible for curriculum decision making within the context of district level decision making . Teachers work in grade level teams. The principal exerts pressure on teachers to conform to her philosophy. Teachers "I" and "J" teach at this school site.

District B is a very small suburban district in a high SES community. There are only two elementary schools. The district has recently experienced substantial growth of an ESL population. There is very little teacher turnover in the district; positions are highly sought. Teachers tend to stay at the same school for many years. Site-based management is not encouraged. Governance is hierarchical in structure. There is a district emphasis on keeping school organization and the curriculum the same at both of the elementary schools. Staff development is organized at the district level, with some teacher participation. Mentor teacher

funding is used to assist teachers in developing curriculum units which are standardized across grade levels. The teachers' association focuses its work on contractual issues with the district.

School B-1 is characterized within the district as the most progressive, yet it appears to be quite traditional. A traditional school governance structure is in place. Teachers are organized in grade level teams for curriculum decision making. Conformity across grade levels is highly encouraged. Professional development is district managed and is supported at the site level only by assistance to attend professional conferences. Teachers "K" and "L" teach at this site.

District C is a moderate-sized urban/suburban school district that demonstrates its commitment to teaching by affording its teachers multiple professional opportunities. Site-based decision making is encouraged; funding for resources is site-based. There are both district and school-based professional development opportunities, and teachers are encouraged to take advantage of them. There is a scholarship program available to teachers to further their education.

School C-1 encourages teacher participation and decision making in school affairs. Teachers participate in grade level curriculum development. They are encouraged to peer coach. Time is provided for collaborative planning. Teachers routinely visit in each other's classrooms. Teachers at this school feel highly respected and recognized for their contributions. Teacher "M" teaches at this site.

District D is a moderate-sized suburban district with a stable student population. The five elementary schools in the district had been hiring only a handful of teachers yearly; however, massive teacher retirement has begun to occur. Schools participate in some site-based decision making, but the district controls major curriculum and instruction decisions. Professional development is considered to be the responsibility of the district and the individual. All teachers in the district are required to participate in district sponsored staff development sessions which rely on outside consultants.

School D-1 participates in some school-wide decision making. Teacher committees are in place and are used to manage limited site-based governance as allowed by the district. Teachers participate in grade level committees. Teacher "N" teaches at this site.

Findings

Results of the questionnaires and interviews revealed patterns of professional behavior as described in the literature. The significant concepts from the studies of leadership behavior included: collaboration, sharing of expertise, peer coaching, participation in school committees and school decision making. We matched those behaviors with the actions of our young teachers. The extent of these activities varied among the study participants. Table 1 summarizes key information. Descriptions of the behaviors and activities of the participants follows.

Collaboration. Accepted as evidence of collaboration was any statement that indicated desire and/or need to work with other teachers. All of the participants reported a significant desire to

collaborate with others during their first year of teaching. Some enlisted their student teaching partner; others engaged teachers at the same school.

> *Teacher "F" reported, "At first my partner from student teaching and I spent a lot of time together. She was hired in another district with a traditional calendar; I was hired in a year-round school. She helped me set up my room, and worked with me a couple of times during the summer. Then when her school started, I was able to visit her during off-track time. But we both were immersed in work at our own schools, so while we've stayed close, I turned toward the others here who liked working together, and I was lucky there was a group who had gone through the same program I had. We spend a lot of time planning thematic units together, but we don't get enough time to see each other teach or teach together."*

Several of the principals recognized the need of the young teachers to collaborate with others. The principal at site A-1 stated:

> *"My staff is older and established, yet with both teachers "A" and "B", their ability to enter an experienced faculty as first year teachers and establish collaboration with others immediately caught my attention."*

All of the participants were actively involved in grade level meetings and special projects which evolved from grade level decision making.

Sharing Expertise. Data for sharing expertise came from reports of teaching demonstrations and staff development leadership. Both teachers and principals reported that the young teachers demonstrated teaching models at staff development meetings, invited others to their classrooms, and in some cases demonstrated curriculum planning. Teachers "B", "E", and "F" were asked to provide professional development to the faculty at their sites during their first year of teaching. In each case the request came because the teachers were practicing teaching models that were just beginning to be considered at the school site. Other teachers recognized their expertise and asked for a demonstration. Teacher "E" was asked to demonstrate thematic unit planning. Teacher "F" shared beginning reading strategies which emphasized diagnosis of ability and how to organize learning centers in primary classrooms. The principal of teachers "E" and "F" reflected:

> *". . . their ability to demonstrate strategies which we were considering using, but had not yet put into practice, elevated them to a high level of consideration by the other teachers which is not often afforded to novices."*

Teacher "B" described her feelings when demonstrating a model of teaching to her more experienced colleagues.

> *"I was at first surprised and then flattered that the teachers at my school would ask me to show them the model. They weren't*

familiar with the models and were really interested in them. A few actually tried the model and came back to talk to me about it. That was when I felt like I had really become a part of the group. They were all much older and had a lot of experience."

Peer Coaching. Evidence of focused assistance over a period of time, was the criterion used for peer coaching. Just a few of the participants actively engaged in a continual program of peer coaching. In general, the organization patterns of the school sites inhibited coaching because of the difficulty to secure released time to be in others' classrooms. Teachers at school A-2 reported peer coaching on a regular basis. These teachers used their year-round calendar as a means to schedule time in colleagues' classrooms. These teachers reported that they felt most comfortable with peer coaching when it involved their university based peers at the school. They were not as comfortable with coaching when it involved others at the school site. One of the participants explained:

"The other teachers seem to be a little intimidated to participate; the mentors don't mind if you come watch them teach, but that is not the same as peer coaching."

Interviews with participants across the school sites indicated that most would like to participate in specific, focused coaching with peers.

Participation in School and District Committees. Evidence of participation was on-going membership on a school or district structured committee. All but one of the participants have been actively engaged in school-based committee work. Teachers "B", "C", and "H" did not participate during their first year of teaching. Teacher "H" still does not participate in committee work at the school level. Teacher "E" was asked to chair a committee during her first year of teaching, and participates in a district curriculum decision making committee . Teacher "E" also is involved with the district's Beginning Teacher Evaluation committee. Teacher "F" participates at the district level on the curriculum committee.

School Decision Making. Evidence for participation in decision making was on-going membership on a committee that affects the culture and/or the organization of the school. Teachers "B", "C", "E", "F", "G", "J", and "K" were elected by their peers to the school site Leadership Team during their second through fourth years of teaching. Teacher "G" was nominated by her peers to chair the committee at the end of her third year of teaching. Teachers "K" and "L" were asked to lead a state review leadership team at their school site by their peers as the school prepared for a major state review of school performance. The principal of Teachers "K" and "L" stated:

I think they were chosen as chairs because they are respected for their teaching, but both also are known for - getting the job done - and this was a time when reliability was critical."

Additional professional activities engaged in by the study participants included supervision of student teachers and participation in professional organizations.

Supervision of Student Teachers. Teachers "B", "E", "F" and "I" were nominated by their principals, approved by a university, and have served as master teachers for student teachers. This occurred in their third or fourth year of teaching. All four of these young teachers voiced the opinion that this was perhaps the most rewarding moment of their careers. One of the participants said:

> *To be able to work with student teachers at this point in my own development really made me feel important in my profession and perceived as being competent by those whose opinions I value."*

Union and Professional Organization Participation. Teachers "E" and "K" have assumed school representative responsibilities for union leadership. All of the teachers, with the exception of teacher "H" have joined and are active participants in some type of professional organization. Teachers "D" and "E" have presented at conferences. Teacher "A" attended a week-long Writers Workshop seminar with Lucy Calkins at Columbia University and she is scheduled to present a year-long staff development at her school site on implementation of Writers Workshop. Her classroom will serve as a demonstration center. This occurred during her third year of teaching.

Volitional Behavior. Still another finding was the tendency of the subject population to volunteer for professional responsibilities. Principals consistently reported that the majority of these teachers actively volunteered for additional professional responsibilities at their sites. Teachers "C" and "D" were cautioned by their principal to move slowly toward accepting additional professional responsibility during their first year because of their need to hone their classroom management skills.

Classroom Management. Most novice teachers have problems with classroom management; we were particularly interested in how this group of teachers fared. Teachers "B", "C", "D", and "H" struggled during their first year with management issues. This was significant because it inhibited them from getting involved in professional activities during that year. Teachers "B", "C", and "D" resolved their difficulties after the first year and increased professional activity in their second year of teaching. Teacher "H" continues to have problems. The principal of teacher "B"noted that the teacher recognized her difficulties and approached the principal to seek assistance through classroom observation and counseling on how to overcome the problems she was experiencing. In the interview the principal stated:

> *What surprised me was that this teacher was so open to having me observe her. I was so surprised that I voiced my feelings to her. She did not view it as a negative, but instead talked about how she believed it would help her most if someone could watch to see what was happening."*

During the interview of teacher "A's" principal she expressed guilt:

> *"I felt guilty that I didn't have more time to observe and give feedback to teacher "A", who asked for observation within the first*

month of school. I tried to be in her classroom as much as possible, but it wasn't continuous, and she would have liked more feedback. I did help put her together with an experienced teacher and they are now conducting school-wide staff development together."

Self - efficacy is considered critical to professionalism and leadership. How did these young teachers feel about their accomplishments? Teacher "B" believed that her "advanced" methods course prepared her to demonstrate expertise to others. Teacher "M" reflected:

Compared to my peers (other novice teachers), I have always believed that my training was technically advanced and that it prepared me well to be able to take on the challenges of teaching."

Almost all of the participants stated, either through questionnaire or interview responses, that they could really teach well. Their confidence was bolstered by their ability to use newer pedagogical ideas and strategies. They all appeared to have a strong personal sense of efficacy, and it was for this reason that they tended to volunteer for increased professional responsibilities.

Self Development. Most of the young teachers demonstrated their commitment to professional study by enrolling in advanced degree programs. Two of the teachers engaged in action research. Teacher "A", with support from her administrator, pursued advanced learning with the purpose of helping the staff reform their writing curriculum.

Conclusions: The Plaudits

Did the subject population correspond to the description of teacher-leaders in the research literature? Thirteen of the fourteen young teachers distinguished themselves in ways considered unusual for their level of experience.

Participation. Commitment. Their active participation in school site committees, leadership teams, and district curriculum committees demonstrated high levels of commitment to their profession. They were clearly comfortable with the language of teaching; they could communicate with other more experienced teachers on a level which caused them to volunteer and participate in group decision making. Their incorporation of their pedagogical knowledge and skills in their own classrooms and as a means to assist other more experienced teachers in demonstrations and staff development activities, exhibited their confidence in their own teaching proficiencies as well as their ability to be risk-takers.

Self-Development. They demonstrated their need for self development and their professional savvy as they sought out other teachers for professional friendships, collaboration and collegial relationships. Almost all of them commented that they did not want to live their professional lives in isolation. Most seemed to recognize both their own shortcomings and the value of a collaborative professional culture. Though most young teachers try to hide their deficiencies, these teachers asked colleagues and even their principals to come into the classroom,

observe, and offer suggestions. They were willing and anxious to engage in peer coaching; they gave and asked for collegial support.

Professional Relationships. Using the Domain 4: Professional Responsibilities based on the PRAZIS III: Classroom Performance Assessments (Danielson, 1996), we can see that our subject population distinguished themselves in their relationships with colleagues, their service to their schools, and their participation and decision making in school and district projects. In addition, they demonstrated varying degrees of competence in their planning of content and expertise in pedagogy. They consistently offered support to other teachers using their expertise and repertoire of teaching models.

Conclusions: The Pitfalls

Over-Confidence. The young teachers' eagerness to participate in professional responsibilities and activities did have a downside. Their confidence in their preservice preparation for teaching made several of them oblivious to a traditional problem of the novice - classroom management. As a consequence several of them were shocked by their inability to resolve classroom management problems quickly and demonstrate their expertise.

They had an exaggerated sense of efficacy. They really believed, from the moment they began to teach that they were special, had "advanced" skills, and could assimilate into the profession easily, immediately. This belief caused them to volunteer for membership in committee work, seek professional organization identities, and pursue advanced education. However, for some, it may have caused them to overlook their early needs for honing their teaching expertise during the first years of teaching. Principal A-2 was highly cognizant of this and said in the interview:

> *"There were times when I had to step in and tell a few of them to slow down, to be sure they had time to hone their classroom teaching, and not become so overburdened with additional responsibilities that their programs became fragmented for their students."*

Yet if and when their belief in their own teaching effectiveness matures (and is realistic), their contribution to students and school improvement efforts will be realized. Cochran-Smith (1997) notes:

> A sense of efficacy about teaching is interdependent with the teacher's image of knowledge, on the one hand, and her belief in the efficacy of her students on the other. (p. 35)

Policy and Culture. District policies and school site culture affected the extent of the teachers' involvement and participation in professional activities. Not only were the beginning teachers' professional skills important to the development of leadership ability, but the culture in

which they taught was equally important. The teachers at site A-2 were given significant opportunity to engage in leadership activity because the organizational structure of the school was oriented to site-based management and supported by a restructuring philosophy on the part of the faculty. Districts B and D were more traditional and offered fewer opportunities for teachers to demonstrate professional responsibility and leadership. Yet even in these two districts, the novice teachers had an impact.

Implications for Preservice Education and Quality Teaching

The challenge for teacher education institutions is to prepare quality teachers for the nation's schools. We know that experienced, strong teachers are retiring and their positions in many states are being filled by unlicenced and unqualified teachers. Those teachers who are well prepared must assume leadership positions at a younger age and with less experience than their mentor colleagues. This study and others have provided us with valuable knowledge about teacher leadership and the potential for teacher preparation.

Leadership. The novice teachers included in this case study demonstrated their ability to assume leadership responsibilities at an early time in their teaching careers. We learned as much from what they did *not* do as we did from the ways they excelled. These novices *did not:*

- Isolate themselves from other teachers
- Fear observation and feedback
- Perform copy-cat apprenticeship teaching methods
- Shun relationships with more experienced teachers
- Avoid school or district responsibilities

Can teacher education programs prepare novice teachers to assume leadership roles? Learning about the early experiences of our subject population helped us consider how leadership was manifested in the lives of novice teachers, what qualities the novices must evoke to nurture their leadership ability, and what experiences should be a part of a teacher preparation program to promote development of leadership qualities. Three findings appear to be of most significance for preservice education.

1. *Collaborative Behavior.* The novice teachers were *accustomed* to working collaboratively with a peer and this influenced their behavior. Of primary significance then, is the development of an authentic collaborative relationship between/among preservice teachers because it appears to engender caring about each other, serves as a means to release tension, and stimulates inquiry through constructive talk about teaching. Some collaborative relationships lead to genuine collegial relationships; others, at the very least will condition novice teachers to interdependent work and thinking together.

It is reasonable to assume that teachers who have learned to work collaboratively and enjoyed the value of "thinking together" are more likely to plan meaningful constructive experiences for their students to work in collaborative relationships. They will recognize, in

addition, the need for students to evaluate both their substantive accomplishments and their group processes.

2. *Professional Community.* The structural organization of the school district and culture of the school determined the extent of participation and involvement of the novice teachers. Care can be exercised in clinical placements so that preservice teachers are in schools where they will observe experienced teachers working together as a professional community to improve student performance *and* see teachers who accept responsibility for their own self development. Preparation programs can go one step further; we can guide the novice teacher to ask appropriate questions of personnel officers and school administrators *before* they accept a teaching position so that they do not go into schools where the cultural environment will not support their development.

Teachers prepared to accept personal responsibility for school, curriculum, and instructional decision making will be more likely to structure democratic classroom environments for their students and guide them to set personal goals and accept personal responsibility for learning.

3. *Peer Coaching.* Finally, preparation programs can provide opportunities for the preservice teachers to learn from each other through coaching experiences. The subjects of this study were not only willing but eager to invite their peers into the classroom to observe and then discuss their practices of teaching. Clearly they rejected privateness and isolation, and it is this factor that is critical to the establishment of a professional community that works to improve teaching and student performance.

Through the assistance of a peer, teachers can focus and analyze their teaching practices. For example, did their questioning during discussion, move students to higher levels of thinking and understanding? Were *all* students involved in the discussion? Were the needs, abilities, interests of all students met? Teachers accustomed to self assessment will guide students to do the same.

Self-Efficacy. A final implication of the study has to do with the novice teachers' efficaciousness concerning personal knowledge of teaching and pedagogy. Much of the research literature discusses the implications of high and low efficacy perceptions and the effect on student achievement. Exaggerated personal efficacy is unusual and although it may assist the beginning teacher starting out, a realistic view of performance helps the teacher focus on students' needs, perceive classroom management problems and the overall environment of the classroom. It is especially important in preparation programs designed to meet new standards for the teaching profession that when candidates leave the program they recognize the complexity of teaching, the developmental nature of teaching proficiency, and they are alert to how their behavior affects student behavior and achievement.*

Cochran-Smith pointed out that much of the research on teacher efficacy views the

teacher as a generator of knowledge not as a technician. It is our view of preparation programs that they are *not* and *should not* be "training" regimens. Teacher education is intended as professional preparation and programs must imbue new teachers with the understandings, beliefs, tools, and skills for continuing professional development.

* The authors are indebted to Myron Dembo for insight concerning the self-efficacy findings.

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Appendix A

Table 1.

Description of Novice Teachers' Activity

District	School	Teacher	Years Tchg.	Activity
A	A-1	A	2	Needed support first year. Sought out peer/principal coaching. Participates in grade level mtgs. Will lead school based staff development in third year.
A	A-1	B	4	Demonstrated leadership first year. Led school based staff development second year. District wide peer review team and master teacher for preservice teachers fourth year.
A	A-2	C	3	Needed support first year. School site participation second year. School leadership team third year.
A	A-2	D	3	Needed support first year. School site committee work strong in second year. Volunteered for experimental clsrm. program third year.
A	A-2	E	4	District commitee work and district/school site staff development first year, site planning team, presentation at professional conference second year, school leadership team and master teacher third year, union selected district representative fourth year.
A	A-2	F	3	Led site based staff development and elected to Leadership Team first year, site planning team second year, master teacher third year.
A	A-2	G	3	Volunteered for langague program first year to learn Spanish, leadership team second year, developed at-risk program and nominated by peers for Leadership Team Chair third year.
A	A-2	H	3	No leadership activity; currently considered a teacher at risk by principal.
A	A-3	I	4	Participates in curriculum committees; provided staff development to peers in third year; participates in peer coaching;supervised student teachers fourth year.
A	A-4	J	4	Participates in site leadership on school site council second year; conducts demonstration lessons and participates in peer coaching second and third years.
B	B-1	K	3	Site leadership, voted to site review team second year, participates in curriculum committees.
B	B-2	L	4	Site leadership, voted to site reveiw team second year, led state review process third year, acts as state reviewer in other districts fourth year.
C	C-1	M	4	Served in two districts. District 1-grade level planning, site based management. District 2-site based management team, peer coaching, demonstration lessons.
D	D-1	N	3	Grade level committees, site based management , wrote innovative curriculum grant in second year, demonstration lessons third year.

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